

Adolescent Assessment Module (Ages 14-18)

List of Instruments to be included in the Adolescent Component of the Comprehensive Child and Family Assessment. This is a list of required instruments and questionnaires. You may add additional tools and assessment results to the Adolescent Assessment)

Interview

Tools

Note: All Sample Introductions included in this module are samples not requirements. Feel free to create your own words to introduce the tools for the youth assessments.

Draw Your Strength
Draw Your Future
Road of Life
Ecomap
Genogram

Scales/Questionnaires/ Inventories

ACLSA-(Ansell Casey Life Skills Assessment)- Level III
Alcohol and Drug Questionnaire
Rosenberg Self-Concept Scale
Sensitive Issues Inventory

Interview

- The assessment is youth centered. All the above tools and scales can provide material for expanded interviews with the youth
- Collateral interviews should be completed with parents, caseworkers/and or teacher
- Collateral material may also be available in the Family Assessment and Psychological Evaluation

Draw a Strength (A blank sheet of paper)

Sample Introduction:

"Please draw me a picture of a strength, something-you do very well or something very special about you."

Alternative: "Write me a sentence describing a strength, something you do very well or something very special about you."

Draw~ Your Future (Have a drawing of a blank crystal ball)

Sample Introduction-

"Here is a crystal ball. Draw me a scene (or scenes) from your future." You can choose a time frame (e.g. age 21 or leave it vague). You can also pullout a second crystal ball drawing and ask for another scene. For example, if the youth draws a wedding scene, you may ask for a work scene.

Alternative: "Write a brief passage about your future inside the crystal ball."

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Road of Life (Several sheets of continuous form computer with sprockets works best)

The road of life is provided to help the interviewer provide a visual time-line of the adolescent's life and dreams. Sample Introduction "Here is the road of your life. This road is a symbol of your journey. Starting at your birth, draw a line to mark where you are right now in your life's journey." Now stop and review the information provided during other elements of the assessment.

Ask the adolescent to mark (or the interviewer to mark) important past and future events.
Sample Markers:

1. Age you left your family or origin.
2. Age you will graduate from high school or marry.
3. Age you will marry.
4. Age you have your first child.
5. Age you will achieve your dream (movie star, teacher, etc.).

Ecomap (One sheet of paper and a template with various sides of squares and circles)

Step 1

Explain that an ecomap is a picture of your caring network

Write the name of the adolescent in a large circle in the middle of the page

Ask for a name of people they consider important in their lives. Ask them to give the relationship for each name

If the adolescent does not provide a list. Then use the following prompts.

- Ask for a list of first names or initials of close friends
- Ask for a first name or initial of girl or boy friend (s)
- Ask for names of other people they consider important (teachers etc.)
- List interests, hobbies sports
- Other important interests (spiritual, money)

.Note: If they do not include any family members or caretakers it is important to make a note of their absence in your report but do not add them to the ecomap.

Step 2:

After the lists are completed, show the youth a template with circles of various sizes.

Explain

That the larger size symbolizes how important that person or interest is in your life. For each item on the list, ask the youth to choose a circle and place the circles around the middle circle.

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Genogram – (One or two blank sheets of paper)

Goal: To help the youth explore their roots and history

Sample Introduction: "All trees begin with a seed and roots. I would like to learn a little bit about your family. This diagram is called a Genogram. It creates a family picture.

"Begin by asking how many siblings the youth has. If they do not begin with their birth family then ask them to tell you how many siblings {full, half, step) they had in their birth home.

1. Place them in the array of siblings.
2. Add the names of siblings.
3. Add the parents.
4. Add other relatives.
5. Add parental partners {if left out).
6. Add other important people.
7. Do not forget pets.

The interviewer may want to prepare a list of questions about the Genogram. For example:

- Who do you most admire?
- Who are you most like?
- What type of careers did the adults in your family have?
- Who was most successful?

Note: A second Genogram is provided if the adolescent wants to draw their adoptive or foster family. Remember this is how the youth perceives their family. Do not correct information.

Ansell-Casey Life Skills Assessment (ACLSA)

This scale is available for. free at www.caseylifeskills.org

The ACLSA can be completed on-line or printed out and completed by hand. Both the adolescent and caretaker can complete the ACLSA.

Step I: Go to [www .caseylifeskills.org](http://www.caseylifeskills.org)~

Step II: Follow the directions on the site

Each adolescent will need an individual code, which will be assigned when the adolescent is assigned to your agency. Caretakers must use the adolescent's' code. Warning- The youth code must be written Correctly on both the Youth and Caretaker entries or you will not receive a profile of both scores. (For example the O (Zero) cannot be typed in as an O (capital o).

The adolescent will need to be carefully supervised in order to complete the ACLSA on line. The parent/caretaker may also require assistance. It is very easy to transfer the printed test scores back onto the computer if you do not wish to have people working on your computer. However you will have to be careful of your accuracy when transferring items. The scored profiles will arrive at your e-mail address within minutes.

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Alcohol and Drug Questionnaire

This is two-part questionnaire that asks youth about their current and past substance abuse. This questionnaire is not scored. It is a qualitative instrument. The evaluating team will need to use their professional judgment to determine if a referral for a drug screen and/or substance abuse evaluation are recommended. A copy can be obtained in this module at <http://dfcs.dhr.georgia.gov/fostercare>

Rosenberg Self-Concept Scale

The Rosenberg self-concept scale is a brief screening tool that explores the youth's level of self-concept (positive to negative) and the parents/caregivers view of the youth's level of self concept. A copy can be obtained in this module and at <http://dfcs.dhr.georgia.gov/fostercare>

A more in depth standardized self-esteem or self concept measure may be substituted for the Rosenberg screening tools (The Self-esteem index, MMPI-A, Tennessee Self-concept scale) but the examiner will need to be qualified to administer and interpret the substituted instrument). If a self-esteem measure was included in a recent (within six months) psychological, the information may be transferred into the adolescent assessment.

Sensitive Issues Inventory

The sensitive issues is a 35 items questionnaire that asks youth about major life events that have happened to them, a family member or a close friend. This questionnaire is not scored. It is a qualitative instrument. The evaluating team will need to use their professional judgment to determine if a referral for further therapeutic intervention is recommended. A copy can be obtained in this module and at <http://dfcs.dhr.georgia.gov/fostercare>.